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results of our first year's work show such predictions to have been absolutely groundless. The Scholarship Fund has no warmer friends than the friends who have come to it from among the elementary teachers.

#### **A Communication to The Latin Leaflet**

##### **TO THE LATIN LEAFLET:**

The examination questions of the College Entrance Examination Board of the Middle States and Maryland have now been published and may be in the possession of every teacher. Those of us who are preparing boys and girls for college find them very interesting reading. Many believe that they come nearer to the perfect college entrance examination paper, that ideal which will suit each one, can be passed only by the qualified, and yet will reduce the number of the rejected, than any presented for many years. Certainly those who prepared them may be felicitated on their success, yet even on the sun there are spots. The spots which I have noticed (I have only a smoked glass) are all in the papers on Latin. It may be that if I had a properly appointed telescope I should see at once that they are not spots at all. In any event the observations which I was able to make seemed to show that the papers in one or two cases touched upon relatively unimportant or technical points. An example of this is the question about postquam in the paper on Grammar. It is a matter of importance to know what mood and tense follows postquam when it refers to a single past act, but there are many other temporal constructions more important and more common. Nor does such a question test the thoroughness of a pupil's study of the grammar, since the only grammar of those usually referred to which contains the answer in the terms of the question is Bennett's.

Again, when I read the paper on Elementary Composition it seemed to me that it was fully as difficult as the Advanced paper, and further that it might more properly be called a test on the uses of the subjunctive mood. The uses of this mood were as fully emphasized here as

in the other paper, while the active periphrastic form required in the translation of one of the sentences I fear was a snag that must have caught many.

I think that many teachers were not prepared for such an arrangement of questions as was found in most of the papers, or such a breadth of option as was given to the applicant in answering them. For example, in the paper on the Aeneid, Books I to VI, no question is found bearing upon prosody or word-formation, which the applicant is required to answer.

The matter of time is one which I know troubled many who took these examinations. The limit was very close in some of the papers. The Elementary Prose, the Caesar and the Cicero papers seem to be the most open to criticism in this regard. The brilliant pupil could answer them in less time than that given, but the average pupil, I believe, would require somewhat more.

The emphasis put upon translation and syntax has impressed me most of all in these papers. The questions on forms were limited to the declension of six nouns and the singular of one indefinite pronoun, surely something not found before in an examination of such range. Perhaps the principal parts of the verbs asked for should be included in these, but even with these the percentage of such questions was remarkably small.

HIRAM H BICE

De Witt Clinton High School

New York Oct 29 1901

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